

VISIT...

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Tutor Teaching Tips

Lesson 25: S-Family Blends • Part 1

MATERIALS

Letter page

Introducing S-Family Blends



10–15 minutes

Point to the word *stop* on the letter page as you read the word. Explain that the letters *s* and *t* blend together to make the sound at the beginning of the word *stop*. Have the child repeat the sounds: /st/.

Point out the word *chest* and explain that this word ends with the *st* blend. Read the word with the child.

Explain that the words at the bottom of the page begin or end with an *s*-family blend. Have the child point to each bold blend and say the sounds of the letters. Ask the child to sound out each word with you as you run your finger under each letter. Then have the child sound out each word on his/her own.

Picture cards

Using a large piece of chart paper, write the blends in a row across the page: *sc, sk, sm, sn, sp, st, sw*. Lay the paper on the table. Name the pictures with the child: *scarf, skunk, skirt, spider, spoon, snail, snake, stamp, star, sweater, swing, smile, smoke*. Ask the child to lay each picture under the blend that it begins with. Help the child with the pictures of the scarf and the skunk, and explain that both the letters *c* and *k* can make the /k/ sound.

Blend Words



5–8 minutes

Letter cards:
s, k, i, n;
Workmat

Line up the letter cards *s, k, i, n* under the row of four boxes on the workmat. Ask the child to move each letter into the box above it, starting on the left and saying the sound of the letter. When the letters are in the boxes, ask the child to blend the sounds together to say the word.

Letter cards:
s, p, w, t, m, o,
r, e, i

Repeat the process with the following words: *spot, swim, rest*. Give the child the letters needed to blend one word at a time.

Game cards;
Game board;
Markers

Place the game cards in a stack. Have the child draw a card and read the word. If the child can read the word correctly, he/she can move the number of spaces indicated on the card. It is then your turn to draw a card.

Teach High-Frequency and Story Words



5–8 minutes

Flash cards:
too, were

Read the new high-frequency words to the child one at a time while you hold up the flash cards. Have the child look at each card and repeat the word. Then hold up each card, say the word, and spell it out loud, saying the letter names. As you spell the word, have the child repeat each letter name and write it in the air with his/her finger. Finally, ask the child to practice reading the words as you flash the cards. Repeat several times, mixing up the cards each time.

Flash cards: *won*

Show the child the story word card while you read the word. Have the child repeat the word several times while looking at the card.

Flash cards:
complete set

Read each review high-frequency word with the child as you hold up the card. Then combine all the cards and flash them several times as the child says each word. Tell the child the word if he/she forgets.

Tutor Teaching Tips

Lesson 25: S-Family Blends • Part 2

MATERIALS

Letter page

Letter cards

Flash cards

Practice sheet

Decodable book:
Swiss Fun Run

Decodable book;
Take-home
practice sheet

Game cards;
Game board;
Markers

Review Part 1



5–10 minutes

If the second part of the lesson is done on a different day, show the child the letter page and review the blends and their sounds. Ask the child to say some words that start and end with each blend.

Say the following words, one at a time: *ask, best, swam, skit, spit, snap, scab, smog*. Have the child say where he/she hears the *s*-family blend in each word. Give the child the letter cards and have him/her make one word at a time. Point out that the /k/ sound can be spelled with the letter *c* as in the word *scab* and the letter *k* as in the word *skit*.

Show the child the flash cards one at a time and have the child read each word. Repeat several times.

Decoding Practice



15–20 minutes

Point to the new words in row 1 of the practice sheet. Have the child run his/her finger under each letter as he/she blends the sounds in each word. Then have the child say the whole word. Repeat with the review words in row 2.

Have the child read the high-frequency words in rows 3 and 4 as quickly as he/she can, without sounding them out. If the child hesitates on a word, tell him/her the word and have him/her repeat it.

Have the child read the phrases in row 5 and the sentences in row 6, sounding out the decodable words and saying the high-frequency words quickly.

Have the child read the decodable book aloud. Ask the child to sound out decodable words by saying each sound and blending the sounds together. If he/she has difficulty sounding out the word, say the word slowly and have the child repeat it. Have the child read the high-frequency words and story words quickly, without sounding them out. If the child doesn't know a high-frequency or story word, tell him/her the word.

When the child has finished reading the book, ask him/her to tell you what happened in the story. Ask the child who won the race.

Home Connection

Encourage the child to take the book home to read with a family member or to practice in his/her own time. Tell the child that you will listen to him/her read the book the next time you are together. Have the child complete the take-home practice sheet with a family member.

Optional Activity

If time permits, play the game from Part 1 again.

S-Family Blends



stop



chest

scab

skill

smog

snug

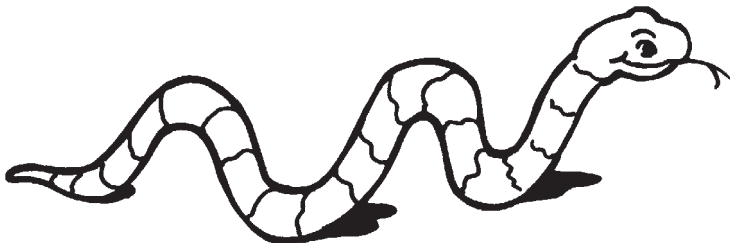
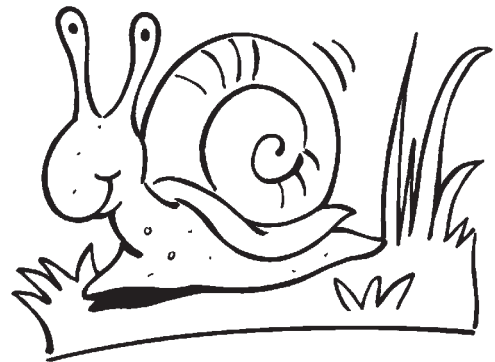
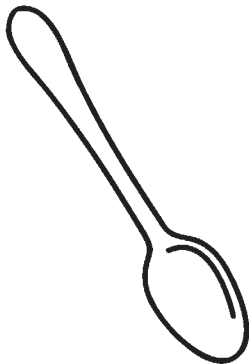
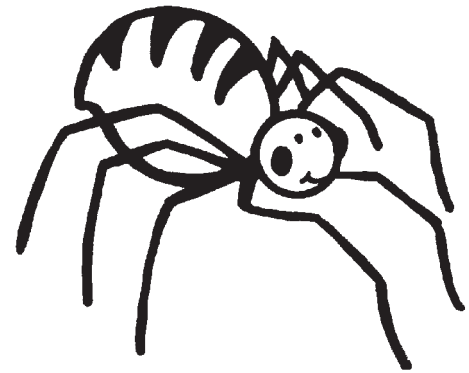
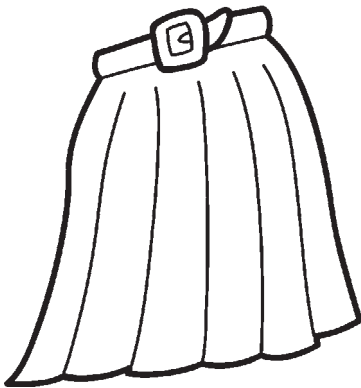
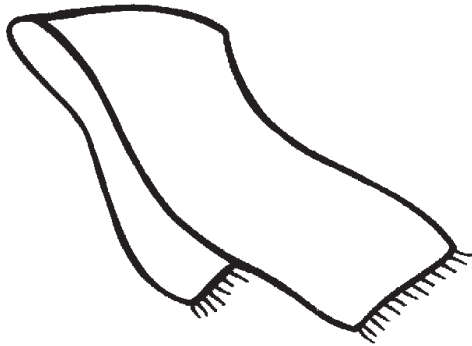
spell

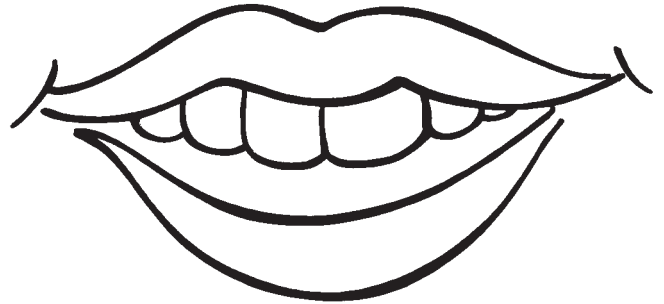
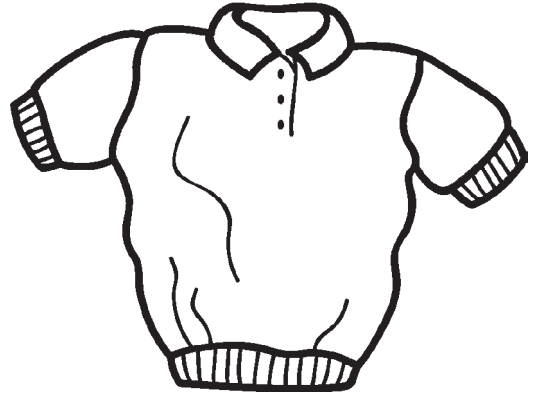
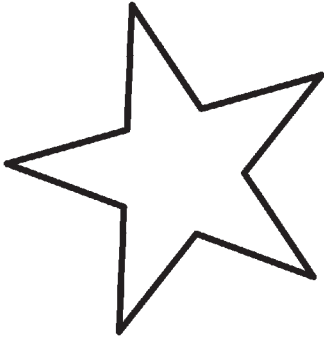
swim

fast

ask

gasp







s	t	p	m	n
k	c	w	o	i
e	a	b	g	r
l				



Workmat

This worksheet is designed for a dot marker activity. It contains three vertical columns of boxes for children to place their dot markers. The columns are arranged from left to right, with 4, 6, and 8 boxes respectively. The entire activity area is enclosed in a dotted border.

scat

2

desk

4

skill

3

just

2

west

3

smell

4

smog

2

snap

3

sniff

4

gasp

4

step

3

spat

1

spill

1

stiff

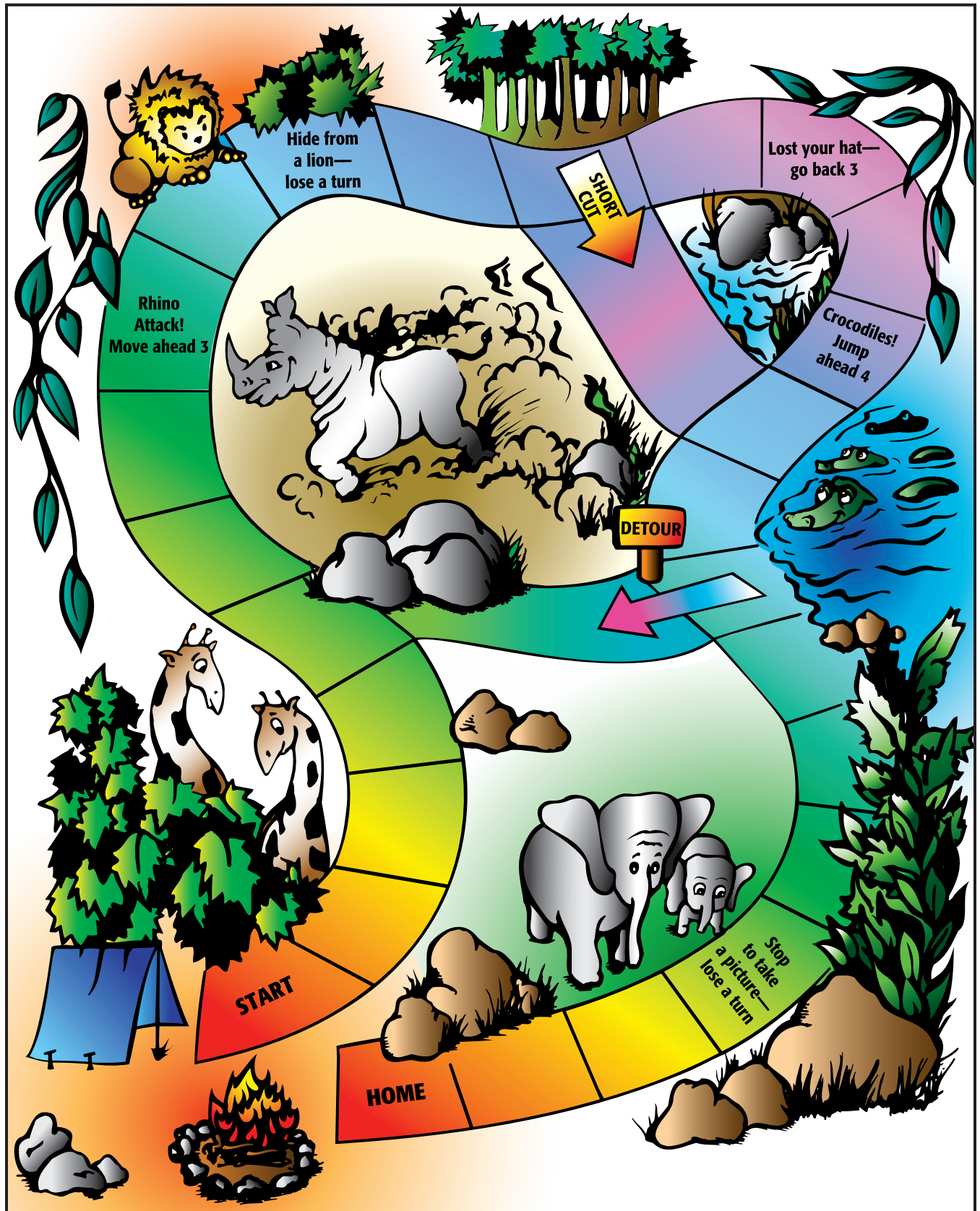
4

swell

4

swam

2



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too

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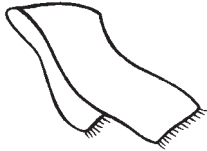
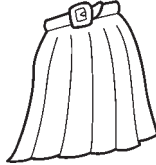
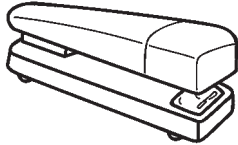
by

you

INSTRUCTIONS: Ask the child to practice reading the words and phrases below before reading the book.

1 New words	Swiss • Stan • Scott • slim swim • skip • swell • step • skills stop • spit • skin • stiff • sniff
2 Reviewed words	run • fun • cannot • not
3 New h-f words	too • were
4 Reviewed h-f words	down • that • be • you • have then • now • by • some • what he • off
5 Phrases	Stan and Scott skip and swim stiff step
6 Sentences	Stan and Scott stop swimming. Do not step in the stiff spit.

INSTRUCTIONS: Have the child circle the s-family blend that stands for the sounds he/she hears at the beginning of the picture name. Then have him/her write a word he/she knows that starts with that blend.

 sc sm	 sp sk
 sw st	 sp st
 sp st	 st sk
 sn sm	 sw sn